

# Gàidhlig 12 / Gaelic 12

*Guide*

## Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

Gàidhlig 12 / Gaelic 12

© Crown copyright, Province of Nova Scotia, 2008, 2019

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

## **Gàidhlig 12 / Gaelic 12**



# **CURRICULUM**

**Gàidhlig 12 /  
Gaelic 12**



## Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

School boards and educators are required under the Department's Public School Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to [links@EDnet.ns.ca](mailto:links@EDnet.ns.ca).

© Crown copyright, Province of Nova Scotia, 2008  
Prepared by the Department of Education

The contents of this publication may be reproduced in whole or in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Cataloguing-in-Publication Data  
Main entry under title.

Gàidhlig 12 : Gaelic 12 / Nova Scotia. Department of Education. English Program Services

ISBN 978-1-55457-197-0

1. Scottish Gaelic language—Nova Scotia 2. Curriculum planning—Nova Scotia I. Nova Scotia. Department of Education. English Program Services

491.6 – dc22

2008

# Contents

<b>Introduction</b>	Background . . . . .	1
	Gaelic Language . . . . .	2
	Curriculum Focus . . . . .	3
<b>The Learning Environment</b>	Creating Community . . . . .	5
	Engaging All Students . . . . .	6
	Meeting the Needs of All Students . . . . .	7
	Equity and Diversity . . . . .	7
	Language Structure . . . . .	9
<b>Curriculum Outcomes</b>	Essential Graduation Learnings . . . . .	11
	Course Organization . . . . .	13
	General Curriculum Outcomes . . . . .	14
<b>Specific Curriculum Outcomes</b>	Communication . . . . .	17
	Creative Works . . . . .	27
	Culture . . . . .	33
<b>Stòras-Taice/Resources</b>	Print Resources . . . . .	39
	Newspaper and Magazines . . . . .	47
	Video . . . . .	47
	Recordings . . . . .	48
	Useful Gaelic Websites . . . . .	48
	Out-of-Print Resources . . . . .	50

## **Vision**

The Gaelic language curriculum is shaped by a vision of promoting the growth and development of students' communicative skills to enable them to engage in the preservation and use of the Gaelic language and to foster pride in the Gaelic identity by choosing to speak Gaelic.

*“Am fear as fheàrr a chuireas, is e as fheàrr a bhuaineas!”*  
(Gaelic proverb)

# Introduction

## Background

*Any language, in truth, is much more than an instrument or a tool for communication. By forming our thoughts, by articulating our social relations, and by establishing our connection with reality, each language constitutes a fundamental dimension of the person.*

–Koïchiro Matsuura  
Director General

United Nations Educational, Scientific and Cultural Organization  
(UNESCO)

International First Languages Day, February 21, 2006

Knowledge of one's culture and heritage engenders a sense of security, confidence, and self-worth and provides a sense of place and belonging.

A study of the Gaelic language provides students with opportunities to interact with the Gaelic community and to deepen their knowledge of a shared heritage, traditionally passed down “*o ghlùin gu glùin*.” It promotes positive attitudes toward cultural diversity and commonality and fosters students' appreciation of Nova Scotia's diverse heritage and ways of life.

The Gaels of Nova Scotia are a people whose culture was formed for the most part in the tradition of Gaelic Scotland and Ireland. The overwhelming majority of Gaelic Nova Scotia's heritage is derived from the Gaelic culture of the late-eighteenth to mid-nineteenth century immigrants from the highlands and islands of Scotland.

The culture and traditions of these Gaels are evident and thrive throughout Nova Scotia; they are a vital part of Nova Scotia's cultural mosaic. Central to the culture is the Gaelic language. A precious aspect of our heritage, the Gaelic language has had a long and important history in Nova Scotia, being the mother tongue of many of its founding pioneers.

Not only has Gaelic been part of Nova Scotia's cultural mosaic since the province's early European settlement, it has also been part of Canadian history since the first Europeans came to North America, brought here by early explorers, fur traders, the military, and many of the founding pioneers of this nation. When Canada became a nation, in 1867, the mother tongue of the majority of the Fathers of Confederation was Gaelic. Gaelic language and culture are embedded in the nation's foundation, history, and culture, and today Nova Scotia can claim to be the place in Canada where the language thrives the most. The commitment of the Nova Scotian government to

Gaelic is evident in the new position, Minister Responsible for Gaelic Initiatives, established in February 2006.

Pockets of people who speak Gaelic can be found worldwide: in the United States, and throughout Europe, South America, Australia, and New Zealand. This international *gaidhealtachd* (Gaelic-speaking community) regards Nova Scotia as the heartland of Gaelic culture and tradition in North America. Visitors from around the world come to experience the rich, vibrant way of life in communities steeped in Gaelic traditions. Indeed, in its report *Gaelic in Nova Scotia: Opportunities* (1997), Comhairle na Gàidhlig, The Gaelic Council of Nova Scotia promoted Gaelic language and culture as vehicles for sustaining economic growth in Nova Scotia.

In 2002, the report *Gaelic Nova Scotia: An Economic, Cultural and Social Impact Study* (Nova Scotia Museum, Vol. 97) stated that the Gaelic language and culture generate over \$23 million in direct revenue to the Nova Scotian economy annually, not including the accompanying cascading effect. In recognizing the importance of Gaelic in the province, a document containing a proposed 20-year strategy for Gaelic—*Developing and Preserving Gaelic in Nova Scotia, Strategy for a Community-Based Initiative*—was submitted to the government in April 2004, based on the results of community consultations across the province. The continued development of courses and promotion of language and culture, under the auspices of the Department of Education, meet the requirements of several of the main goals of this strategy.

Instrumental music including that of the fiddle and the great highland pipes, step-dancing, and Gaelic singing all come from a rich cultural tradition spanning the scope of two millennia. These traditions are based in the language of the Gaels. Nova Scotian performers who use Gaelic songs and music as their inspiration have championed a resurgence of interest in the Gaelic language. The heightened interest in the Gaelic language and culture in Nova Scotia reflects a greater worldwide trend and provides a support base for a study of the language.

## Gaelic Language

Gaelic (gàidhlig) is an ancient language belonging to the Celtic family of Indo-European languages. The Celtic family of languages also includes Irish and Manx Gaelic, Welsh, Breton, and Cornish. Scottish Gaelic, Irish, and Manx Gaelic are similar in that they belong to the Q, or Goidelic, branch of the linguistic family tree. Cornish, Breton, and Welsh belong to the P, or Brythonic, branch.

Gaelic was first brought to Nova Scotia in the eighteenth century by the emigrant Scots from the highlands and islands of Scotland. Because these early settlers lived in relative isolation, many of the traditions of Gaelic language and culture that vanished from other Gaelic-speaking areas generations ago still exist in Nova Scotia.

Gaelic is the vehicle through which many of Nova Scotia's customs, values, beliefs, and attitudes have been passed down from one generation to the next. To learn the language, therefore, is to deepen one's understanding of the Gaelic consciousness and identity.

At one time, it was estimated that the number of Gaelic speakers in the province was as many as 100 000. In the last 50 years, the number has declined from 25 000–30 000 Gaelic speakers to fewer than 1 000 native speakers today. Census figures for 2001 indicate that there are fewer than 500 Gaelic native speakers left in Nova Scotia. However, if learners were included in this number, the figure would probably be closer to 2000.

The United Nations Educational, Scientific and Cultural Organization recognized Gaelic to be one of the top nine endangered languages in the world in 2003. Although the language is threatened globally, there are many signs of revival in the old country, Scotland.

The Gaelic language is at a critical stage in its evolution. It is, therefore, important that the youth of Nova Scotia have the opportunity to learn to communicate in Gaelic, one of Nova Scotia's ancestral languages, and to maintain and foster a Gaelic identity.

## Curriculum Focus

Gaelic 12 is the culmination of a three-year study of the Gaelic language designed to make the learner able to communicate effectively and with moderate fluency. The curriculum integrates general language skills, linguistic elements, technology, culture, history, drama, music, and the arts.

Gaelic 12 offers students opportunities to

- communicate effectively and interact with native Gaelic speakers and learners
- be exposed to a variety of dialects
- comprehend and respond to a variety of texts, including works of local writers
- develop fluency in reading at an advanced level
- reflect on the value of language in maintaining culture and identity
- recite from the works of the bards as part of the oral tradition
- analyse the works of Gaelic bards
- research the role of Gaelic in modern society and past societies
- create a variety of texts for a portfolio/publication

- produce and dramatize *seanchas* (stories and lore) and Gaelic cultural events
- explore the Gaelic diaspora
- use advanced technological skills to enhance communication
- use their knowledge of Gaelic, and their communication skills, for public presentations
- actively contribute to the preservation, promotion, and continuation of the Gaelic language
- examine the contributions of the Gaels to the wider Canadian community

# The Learning Environment

Students need an environment rich in opportunities to use Gaelic in an ever widening variety of school and community contexts. Gaelic-language classrooms provide a supportive environment in which risk taking is considered integral to learning.

## Creating Community

Students must know one another in order to take learning risks; make good decisions about their learning; and build the base for peer partnerships for tutoring, sharing, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying strengths and needs for future conferencing on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class in small groups, pairs, triads, or individually, teachers should

- encourage comments from all students during whole-class discussions, demonstrating confidence in and respect for their ideas
- guide students to field questions evenly around the group
- encourage questions, never assuming prior knowledge
- select partners, or encourage students to select different partners, for specific purposes
- help students establish a comfort zone in small groups in which they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and confer with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes
- encourage students to discover and work from prior knowledge in their own social, racial, or cultural experiences



## Engaging All Students

A supportive environment is important for all learners and is especially important for encouraging disengaged or underachieving learners. These students may need substantial support in essential knowledge and skills in language and in interacting with others.

These students need essentially the same learning experiences as their peers, experiences that

- they perceive as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirm their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities to provide individuals with clarification and elaboration
- are not threatening or intimidating and minimize risk
- focus on successes rather than failures
- are organized into clear, structured segments

Teachers should develop learning experiences that provide a balance between challenge and success and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. Diverse groupings include the following:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring
- mixed-ability groups, interest groups and self-selected groups

## Meeting the Needs of All Students

Inclusive classrooms offer a wide variety of learning experiences to ensure that all learners have equitable opportunities to reach their potential. In designing learning experiences for students, teachers must allow for the learning needs, preferences, and strengths of individuals and consider the experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- redress educational disadvantage—(e.g., as it relates to students living in poverty)
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groups
- identify and use strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to comfortably make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

## Equity and Diversity

Canada is linguistically, racially, culturally, and socially diverse, reflecting differences in race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster an understanding of such diversity. All students are entitled to an education that affirms their uniqueness; gender; and racial, ethnic, and cultural diversity. The educational system should promote the development of a positive self-image and confidence in one's identity. As issues of language and identity are inextricably linked, enhancing Gaelic language education will enhance the identity of the Gaels.

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Gaelic culture and language in the classroom, in the community, and in the media.

Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students
- articulate equally high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choices in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping

## Language Structure

The following is a compilation of language structures to be mastered at the Grades 10, 11, and 12 levels.

### Grade 10

- Tha / chan eil / a bheil / nach eil?
- Bha/cha robh / an robh /nach robh?
- Bidh / bithidh / cha bhi / am bi / nach bi?
- Tha / bha / bidh mi a' faicinn an tidsèar.
- Tha mi a' ruith, ag èisteachd, ag òl
- Tha mi trang / sgìth ...
- Mi / thu / e / I / sinn / sibh / iad
- Mise, thusa ...
- Mi fhèin, thu fhèin

- Suidh / dèan / cuir / bi...
- Na suidh ...
- Suidhibh/bithibh.
- Shuidh, chuir
- An do shuidh? Cha do shuidh
- Dh'òl / dh'fhàg
- Chaidh / thàinig / chunnaic / chuala / rinn
- An deachaidh ...

### Grade 11

- [Carson a] bhios
- Tha mi ga faicinn.
- Tha mi dol a dh'fhaicinn an tidsèar.
- Tha mi dol a dhèanamh dealbh.
- Feumaidh mi falbh/faodaidh tu fuireach
- 'S urrainn dhomh snàmh
- Feumaidh mi obair a dhèanamh.
- 'S urrainn dhomh dealbh a pheantadh.

- Thug / fhuair / rug / thuirt
- An d'fhuair / cha d'fhuair
- Coisichidh / cuiridh
- An cuir? Cha chuir
- Cò chuireas?
- Nì / cha dèan / an dèan? Chì / chan fhaic / am faic?
- Càite an do chuir / càite an cuir
- Can ri / coinnich ri / còrd ri / cuir ri / èist ri / fuirich ri / feuch ri / gabh ri / tachair ri / beir air / èirich air / cuir air / dèan air / bruidhinn air / fàg air / smaoinich air / tog ort / sguir dhe / inns' do / leig leis / coma leat / cuir romhad

### Grade 12

- Tha mi a' dol ga faicinn.
- Feumaidh mi d' fhaicinn
- Chan urrainn dhomh a dhèanamh.
- Tha mi nam shuidhe
- Ma tha thu deiseil, nì sinn sin.
- An duine a rinn seo
- Nuair a / on a / fhad's a / ged a ...
- Seall dhomh far a bheil thu a' fuireach.
- Bi faiceallach mus tuit thu.
- Ged nach eil ... / Fhad 's nach eil ...
- Thuirt i gu bheil / gun robh / gum bi / gun do chuir / gun cuir
- Tha mi a' smaoinèachadh nach eil / nach robh / nach bi / nach do chuir / nach cuir
- Chaidh an uinneag a bhriseadh
- Chaidh a briseadh
- Chaidh mo leòn
- Bhiodh / bhithinn
- Chuireadh / cha chuireadh / an cuireadh?
- Chuirinn
- Mura bithinn
- Nam biodh mìle dolair agad, dè dhèanadh tu?

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• 'S e Calum a tha an seo.</li> <li>• 'S e sin an loch.</li> <li>• 'S e/chan e/an e/nach e?</li> </ul> <ul style="list-style-type: none"> <li>• Air a' bhus / aig an doras</li> <li>• Anns a' bhùth / ris a' bhalach / às a' bhaile / leis ...</li> <li>• Don chèilidh / fon bhòrd / bhon tidsair / tron choille</li> <li>• Do Mhàiri / de / fo bhòrd / tro choille, mu Dhòmhnaill</li> <li>• Faisg air / coltach ri</li> <li>• Agam / annam / orm</li> <li>• Agad / aige / aice ...</li> <li>• Annad / ann / innte ...</li> <li>• Ort / air / oirre</li> <li>• Agamsa / annamsa</li> <li>• An duine / am baile / a' bhùth</li> </ul> <ul style="list-style-type: none"> <li>• Cò / carson / ciamar / dè / cuine</li> <li>• Càite bheil?</li> <li>• Cia mhead?</li> </ul> <ul style="list-style-type: none"> <li>• A Mhàiri / A Dhòmhnaill!</li> <li>• 'S toil leam / cha toil leam / an toil leat?</li> <li>• 'S fheàrr leam / chan fheàrr leam / an fheàrr leat?</li> <li>• Oir ...</li> <li>• Tha an t-acras orm</li> <li>• Tha am pathadh orm</li> </ul> <ul style="list-style-type: none"> <li>• Tha mi ag iarraidh</li> <li>• Tha e beag / mòr ...</li> <li>• Còta geal / seacaid dhearg</li> <li>• Glè bhlàth</li> <li>• Ro fhuar</li> <li>• Cho fuar ri ...</li> </ul>	<ul style="list-style-type: none"> <li>• 'S e Canèidianach a tha annam</li> <li>• 'S e nurs a tha annam</li> </ul> <ul style="list-style-type: none"> <li>• Às dèidh / air beulaibh / air cùlaibh / air son / an àite / am measg / a dh'aindeoin / a rèir / mu dheidhinn / os cionn / ri taobh / air cùl</li> <li>• Tha e ri taobh an dorais.</li> <li>• Air cùl na h-uinneig.</li> </ul> <ul style="list-style-type: none"> <li>• Aige / aice ...</li> <li>• Dhiom / dhomh / thugam / leam / rium / bhuam</li> </ul> <ul style="list-style-type: none"> <li>• An t-òrd / an t-seacaid</li> </ul> <ul style="list-style-type: none"> <li>• Bu toil leam / am bu toil leat? / cha bu toil</li> <li>• B' fheàrr leam ...</li> </ul> <ul style="list-style-type: none"> <li>• Tha an cnatan orm / tha an t-eagal orm</li> <li>• Tha fhios agam / tha cuimhne agam [air]</li> <li>• Tha gaol / gràin agam [air]</li> <li>• Tha an t-uisge / an sneachda ann</li> <li>• Tha ùidh agam ann</li> </ul> <ul style="list-style-type: none"> <li>• Tha esan nas luaithe na ise.</li> <li>• Deagh dhuine / droch bhalach / seann dùthaich / fìor shìde / an ath / a h-uile / gach</li> </ul>	<ul style="list-style-type: none"> <li>• 'S e Iain a rinn sin, chan e Tormod.</li> <li>• An ann an seo a dh'fhàg thu e?</li> <li>• An ann leatsa a tha e?</li> <li>• 'S ann / chan ann / an ann?</li> <li>• B' e.</li> <li>• B' ann.</li> <li>• Tha mi nam nurs / nam thidsair.</li> </ul> <ul style="list-style-type: none"> <li>• Rì mo thaobh</li> <li>• Air do chùlaibh</li> <li>• Rì do thaobh-sa</li> </ul> <ul style="list-style-type: none"> <li>• Cùl an dorais / bus na sgoile / earball a' chait</li> <li>• A' glanadh na h-uinneig</li> <li>• Cò leis / cò dha / cò ris / cò às ...</li> <li>• Dè cho fad's a tha / dè an t-seòrsa / dè cho mòr 's a tha e? / dè an cuideam (fhaid) a tha ann / dè an uair a tha e / dè an aois a tha thu?</li> <li>• Carson nach / cò nach?</li> </ul> <ul style="list-style-type: none"> <li>• Bu chòir dhut sin a dhèanamh.</li> <li>• Bu toigh leam sin a dhèanamh.</li> </ul> <ul style="list-style-type: none"> <li>• 'S e Màiri as luaithe.</li> <li>• 'S e buidhe as fheàrr leam.</li> <li>• 'S e sin am fear as fheàrr leam.</li> </ul>

# Curriculum Outcomes

## Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. These statements describe expectations, not in terms of individual school subjects but in terms of the knowledge, skills, and attitudes developed across the curriculum throughout the public school program (grades primary to 12). Details may be found in the document *Public School Programs 2003–2004* (Nova Scotia Department of Education 2003).

Some examples of learning in the Gaelic language program, that help students move toward the attainment of the essential graduation learnings are given below.

## Aesthetic Expression

*Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Students will have opportunities to explore works of Gaelic poets, songwriters, storytellers, artists, and craftspeople; to enhance their appreciation of the arts, particularly literature, drama, music, film, and crafts; to perform and participate in song, dance, and drama; to create works of art, literature, craft, and drama; and to develop their use of technology.

## Citizenship

*Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.*

Knowledge of one's culture and heritage engenders a sense of security, confidence, and self-worth and provides a sense of place and belonging.

A study of the Gaelic language provides students with opportunities to interact with the Gaelic community and to deepen their knowledge of a shared heritage. It also promotes positive attitudes toward cultural diversity and commonality and fosters students' appreciation for Nova Scotia's diverse heritage and ways of life.

Students will have the opportunity to examine human rights' issues and to recognize forms of discrimination.

Students will have the opportunity to gain an understanding of the contribution of Gaels to the building of this nation, Canada, and to the wider world.

Students will have opportunities to explore Gaelic cultural skills and values within the traditional community and to investigate the troubled history of the Gaelic diaspora.

## **Communication**

*Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) and mathematical and scientific concepts and symbols to think, learn, and communicate effectively.*

A study of the Gaelic language will strengthen the students' understanding of the nature of language and will enhance their study of other languages. Students will have opportunities to explore attendant communication forms such as storytelling, song, music, dance, and the visual arts and be able to explore the ways in which language contributes to cultural identity. Communication in the Gaelic language is very important in the preservation of Gaelic language and culture.

The curriculum emphasizes the spoken word. The ability to communicate effectively involves the correct and appropriate use of language conventions, mechanics, and idioms. Learning about these will enable students to become increasingly competent in their ability to communicate with confidence.

## **Personal Development**

*Graduates will be able to continue to learn and pursue an active, healthy lifestyle.*

Language learning builds self-confidence and encourages the student to become more involved with the community. It fosters pride in accomplishments and achievements. Opportunities arise in Gaelic language learning in which the student can become involved in public appearances involving Gaelic music, drama, song, and dance and interact on a personal basis with people of a range of ages in society. For Gaelic speakers, language fluency not only serves to sustain the language but it also forms the basis for healthy relationships in the larger community. These relationships are fostered by positive self-concepts and through the recognition and valuing of Gaelic language and culture. The Gaelic language curriculum encourages students to develop into lifelong learners and to be active proponents of the Gaelic language and community.

## **Problem Solving**

*Graduates will be able to use the strategies and processes needed to solve a wide variety of problems including those requiring language, mathematical, and scientific concepts.*

Language learning is, in essence, a problem-solving activity. Students are encouraged to think critically and creatively. Students will have the opportunity to acquire, process, and interpret information critically and to make informed decisions and/or solve problems individually and/or collaboratively. They will be able to ask questions, observe relationships, make inferences, and draw conclusions.

## Technological Competence

Students will have the opportunity to identify, describe, and interpret different points of view, distinguish fact from opinion, and recognize bias in text. Students will have opportunities to develop problem-solving skills through their experiences in using a variety of strategies, resources, and technologies to gain, manage, evaluate, and produce information.

*Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

Technological competence is an essential part of life in this century. Studying Gaelic will offer the students the opportunity to use online, interactive Gaelic lessons; to interact with Gaelic language students from other schools and countries; to present research findings and interviews using a variety of available technological equipment and programs (e.g., video/digital cameras, tape recorders, video editing, PowerPoint presentations, and website creation); to critically evaluate existing Gaelic websites; and to demonstrate an understanding of ethical issues related to the use of technology.

**Terminology:** In this document, the term **text** is used to describe any language product whether oral, written, or visual.

## Course Organization

This course is organized into three strands: communication, creative works, and culture.

### Communication

This component enables students to develop their communication skills by communicating and interacting in various settings within and beyond the classroom using reading, writing, listening, speaking, technological, and artistic skills. It is particularly important to recognize the ability to communicate orally when considering the importance of the oral tradition in Gaelic society.

### Creative Works

This component enables students to experience and produce creative works reflective of the Gaelic language and culture.

### Culture

This component enables students to become familiar with, and gain an appreciation for, Gaelic culture within Nova Scotia and the wider world.

**Note:** These three strands should not be treated independently but should be integrated in most activities throughout the course.



## **General Curriculum Outcomes**

In this course, there are three general curriculum outcomes, one for each strand.

### **Communication**

Students will use Gaelic to communicate and interact effectively.

### **Creative Works**

Students will create and experience works reflective of the Gaelic language and culture.

### **Culture**

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

## **Specific Curriculum Outcomes**



# Communication

Students will use Gaelic to communicate and interact effectively.

*By the end of Gaelic 12, students will be expected to*

- demonstrate the ability to communicate effectively in Gaelic
- participate spontaneously in a conversation
- engage, with confidence, in conversation with native speakers
- engage in a variety of interactive activities to facilitate conversation and communication
- interact with confidence in a classroom where Gaelic is the language spoken
- differentiate between the various Gaelic dialects while using the local dialect
- paraphrase and tell Gaelic stories from Nova Scotia
- incorporate world issues into text and conversation
- engage in the advanced use of linguistic elements and idioms to communicate effectively
- demonstrate an understanding of complex language structures, using an advanced vocabulary and phrase bank
- use Gaelic to express and justify understandings, opinions, and points of view
- read and comprehend text that is abstract and removed from personal experience
- make inferences based on implicit information drawn from text and provide justification for these inferences
- translate from English to Gaelic and Gaelic to English
- create, and possibly publish, a variety of texts such as prose, stories, songs, newsletters, plays, advertisements, and poetry
- use process writing (i.e., pre-writing, drafting, revising, proofreading, and presenting) in all its forms
- prepare and present detailed descriptions and narrations
- create sophisticated texts, using technology and other available resources
- describe the geography of Canada and identify significant global place names, especially those with a Gaelic connection
- maintain a journal or notebook, highlighting long- or short-term goals

## Communication

Students will use Gaelic to communicate and interact effectively.

### Outcomes

*Students will be expected to*

- demonstrate the ability to communicate effectively in Gaelic
- participate spontaneously in a conversation
- engage, with confidence, in conversation with native speakers
- engage in a variety of interactive activities to facilitate conversation and communication
- interact with confidence in a classroom where Gaelic is the language spoken
- differentiate between the various Gaelic dialects while using the local dialect
- paraphrase and tell Gaelic stories from Nova Scotia
- incorporate world issues into text and conversation
- engage in the advanced use of linguistic elements and idioms to communicate effectively
- demonstrate an understanding of complex language structures, using an advanced vocabulary and phrase bank
- use Gaelic to express and justify understandings, opinions, and points of view

### Suggestions for Learning and Teaching

*Teachers can*

- encourage students to speak only Gaelic in the classroom except in special periods of “time out” (“Mionaid a-mach”)
- invite native speakers or other advanced learners to participate in class activities, select specific topics of conversation that students can prepare for in advance
- create games that will reinforce the use of words, expressions, phrases or idioms
- create reality situations (e.g., cooking in a kitchen) to facilitate conversation and communication (Videotape or photograph with a digital camera, and then view and discuss in follow-up lessons.)
- assign a TV show, book, or movie for students to read or view and prepare to discuss it in class
- collect audiotapes or videotapes of Gaelic speakers using different dialects
- use Gaelic as the language of instruction as much as possible
- organize nature field trips where students can learn, first-hand, words to do with trees, plants, flowers, birds, etc., that are being lost (Invite a native speaker to accompany the students.)

*Students can*

- differentiate between Gaelic dialects by
  - listening to videotapes or audiotapes of Gaelic speakers and determining variations in similar expressions (e.g., *Càite bheil?* / *Cà'l? Càit'eil?*) or in different Gaelic words for the same English word (dialectal differences)—e.g., *falt* or *gruag* both meaning “hair”)
  - collecting expressions from a variety of speakers and comparing the differences in dialects once the collection is complete: e.g., *Dè tha dol? Dè as ùr?* (What’s going on?)
  - create a word bank of synonyms from the different dialects (e.g., *falt/gruag, a'fuireach/a'tàmh*)

## Communication

Students will use Gaelic to communicate and interact effectively.

### Suggestions for Assessment

In oral presentations, look for evidence that students

- use accurate Gaelic pronunciation and intonation
- make themselves understood
- use accurate language structures
- use idioms in the correct context
- demonstrate an increasing variety of vocabulary, idioms, and structure
- interact with increasing comfort and confidence
- initiate discussions and queries in Gaelic

When students discuss issues or events, encourage them to elaborate, by asking questions and note the extent to which they

- provide complete information
- narrate events in a comprehensible way
- enhance their descriptions with details of time, place, and the people involved
- comment on circumstances surrounding the events
- use a variety of verb tenses appropriately
- speak clearly, using pronunciation and intonation to support and convey meaning

Check on students' ability to communicate orally by presenting them with different scenarios on cards. Working in pairs or small groups, students choose cards and, after a few minutes of preparation, present role-plays. Criteria might include

- vocabulary that is understandable and appropriate to the context
- statements that are logical and relate to the situation
- speech that is reasonably fluent and flows naturally
- degree of spontaneity

When students are comparing dialects, check

- the extent to which the collection of data was completed
- evidence of the students' ability to identify dialectal differences
- the extent to which students can adapt to dialectic differences in their language use

### Notes and Resources

Access to a family studies room in the school for some hands-on lessons would be a huge asset in this part of the course in order to create realistic situations from everyday life. Here students can learn to cook and sew; do dishes; make crafts; do laundry; iron; make beds; and simulate a bedroom, living room, kitchen, etc., in Gaelic.

Access to an audio tape recorder, a videotape recorder, TV, video/DVD player, LCD projector, audio cassette player, etc., would be an asset for student self-assessment and feedback.

At the beginning of the course, it would be beneficial to contact local Gaelic organizations (e.g., Comhairle na Gàidhlig / The Gaelic Council of Nova Scotia) for assistance in compiling a list of community members who would be interested in visiting the classroom.

*Speaking Our Language, Series 1, Video Set 2*, Scottish Television and Cànan

## Communication

Students will use Gaelic to communicate and interact effectively.

### Outcomes

*Students will be expected to*

- demonstrate the ability to communicate effectively in Gaelic
- participate spontaneously in a conversation
- engage, with confidence, in conversation with native speakers
- engage in a variety of interactive activities to facilitate conversation and communication
- interact with confidence in a classroom where Gaelic is the language spoken
- differentiate between the various Gaelic dialects while using the local dialect
- paraphrase and tell Gaelic stories from Nova Scotia
- incorporate world issues into text and conversation
- engage in the advanced use of linguistic elements and idioms to communicate effectively
- demonstrate an understanding of complex language structures, using an advanced vocabulary and phrase bank
- use Gaelic to express and justify understandings, opinions, and points of view

### Suggestions for Learning and Teaching

*Students can (... continued)*

- improve their fluency and language usage, and incorporate world issues and traditions into text and conversation, by engaging in exercises such as
  - choosing a scene from a video or TV show and creating a Gaelic voice-over script for the show (Cartoons are great for this exercise.)
  - collaborating and creating a Gaelic talk show, news show, or game show
  - reciting and then discussing a *sgeulachd* or *naidheachd* (story) based on a traditional Nova Scotian story or simply from the daily news of the country
  - selecting a topic from the news and preparing to discuss it
  - participating in real-life situations (e.g., doing laundry) while conducting all activities in Gaelic (discuss the activity in follow-up lessons and with the aid of videotapes or photographs of the event).
  - preparing topics of conversation (e.g., wedding customs) to discuss with invited guests
  - making comparisons when stating preferences and giving descriptions (e.g., *nas luaithe, tha mi nas motha na mo phiuthar*)
  - selecting the greatest Canadian Gael, in their opinion, and justifying their selection
  - creating a field study book of Gaelic words and expressions to do with nature that are in danger of being lost and reintroduce the terms

## Communication

Students will use Gaelic to communicate and interact effectively.

### Suggestions for Assessment

When students are in pairs interviewing each other or practising role-playing situations, arrange for each pair to be observed by at least two other students who look for evidence that

- the interactions are taking place in Gaelic
- the students are conveying appropriate, relevant information and are creating appropriate dialogue
- the students are using a variety of strategies to negotiate meaning and to sustain the interactions (e.g., rephrasing, questioning, repeating key words and phrases)
- ideas and feelings are being expressed

Provide frequent opportunities for peer assessment and self-assessment so that students can reflect on key concepts and useful information. It would be an asset if students were audiotaped or videotaped during their various oral assignments, to facilitate self-assessment. Encourage students to consider how often they or their peers

- ask/answer questions in Gaelic
- self-correct
- ask for clarification
- attempt to use new structures, idioms, and vocabulary
- initiate conversation
- use Gaelic intonation throughout

### Notes and Resources

*The Last Stronghold*, Margaret Bennett

McEdward Leach and the Songs of Atlantic Canada (folklore collection from Memorial University, Newfoundland)

*Everyday Gaelic*, Mórág MacNeill

BBC Alba website for “*Èist a-rithist*” ([bbc.co.uk/radio/aod/nangaidheal.shtml](http://bbc.co.uk/radio/aod/nangaidheal.shtml)), which is a collection of the week’s Gaelic radio programs of song, stories, commentary, news, and debate. This is also an excellent site for Gaelic games.

*Gràmair na Gàidhlig*, Michel Byrne

*Faclair Gàidhlig gu Beurla/Illustrated Gaelic-English Dictionary*, Edward Dwelly

*Seanfhacail is Seachas*, John MacLean and Maletta MacPhail

*Dòigh Eile air a Ràdh*, D. I. MacLeòid



## Communication

Students will use Gaelic to communicate and interact effectively.

### Outcomes

*Students will be expected to*

- read and comprehend text that is abstract and removed from personal experience
- make inferences based on implicit information drawn from texts and provide justification for these inferences
- translate from English to Gaelic and Gaelic to English
- create, and possibly publish, a variety of texts such as prose, stories, songs, newsletters, plays, advertisements, and poetry
- use process writing (i.e., pre-writing, drafting, revising, proofreading, and presenting) in all its forms
- prepare and present detailed descriptions and narrations
- create sophisticated texts, using technology and other available resources
- describe the geography of Canada and identify significant global place names, especially those with a Gaelic connection
- maintain a journal or notebook, highlighting long- or short-term goals

### Suggestions for Learning and Teaching

*Teachers can*

- provide students with a variety of high-interest texts for reading
- provide students with maps of the world and assist in creating imaginary trips (e.g., “*Nam bitheadh millein dolair agam rachainn ...*”)
- compile samples of challenging texts and read them to the students for comprehension, discussion, and debate
- encourage students to maintain a journal highlighting long- and short-term goals
- encourage students to create a portfolio of all student-generated texts
- make arrangements to have student work published in Gaelic publications (e.g., *Mac-talla* supplement and *Shunpiking* magazine)
- provide a non-threatening environment in which students can read aloud (e.g., in small groups)

*Students can*

- when creating imaginary journeys,
  - create a large wall map of Canada and label the major features (e.g., *Abhainn Mhic Choinnich*: The McKenzie River)
  - develop oral, visual, and written presentations of a trip across the country from their home community, highlighting the places visited and, where possible, their connection to the Gaels (As an extension, after all presentations have been made, select one destination as a preferred choice and record reasons for the choice.)
  - label a blank map of the world, indicating the major waterways and continents in Gaelic (Create imaginary trips to selected areas of the world you might like to visit if you had the means to do so, stating reasons for your destination choices.)
  - create a brochure of information about a selected location

*(continued ...)*

## Communication

Students will use Gaelic to communicate and interact effectively.

### Suggestions for Assessment

To foster pride in the work created, encourage students to compile all work in a portfolio on completion of assignments created through process writing. Look for evidence of

- the use of relevant and sophisticated vocabulary and language structures
- the effective use of details to support choices
- risk taking with new and varied materials
- logical organization
- the completeness of the assignment (i.e., all appropriate detail is included and is relevant)
- the use of clear and appropriate language

When students present information to the class, criteria could include their ability to

- speak from notes rather than prepared text
- make information comprehensible
- summarize key points and include relevant details
- use appropriate vocabulary and structures
- organize information in a logical manner

When students examine topics such as global issues, look for evidence of the extent to which they

- take positions and make their views clear
- give relevant reasons and examples to support their arguments
- listen actively and attempt to respond to or build on others' ideas
- participate in the discussion with some degree of spontaneity and engagement

### Notes and Resources

It is understood that all communication at this level takes place, as much as possible, in Gaelic and that any reference to text or presentations assumes that the language used is Gaelic. The term **text** is used to describe any language product whether oral, written, or visual.

Access to computers is an asset at all times.

*Feuch Facal*, Eadaidh Climo

*Canada*, Lionel Bender and Murchadh Caimbeul (translator)

*Alasdair Mhic Choinnich ann an Canada*, Fionnlagh MacLeòid

Blank map of the world (Check with the social studies department of your school.)

*Map-Balla an t-Saoghail* (Gaelic wall map of the world), Stòrlann Nàiseanta na Gàidhlig

Newspapers and magazines (e.g., *The Chronicle Herald*)

## Communication

Students will use Gaelic to communicate and interact effectively.

### Outcomes

*Students will be expected to*

- read and comprehend text that is abstract and removed from personal experience
- make inferences based on implicit information drawn from texts and provide justification for these inferences
- translate from English to Gaelic and Gaelic to English
- create, and possibly publish, a variety of texts such as prose, stories, songs, newsletters, plays, advertisements, and poetry
- use process writing (i.e., pre-writing, drafting, revising, proofreading, and presenting) in all its forms
- prepare and present detailed descriptions and narrations
- create sophisticated texts using technology and other available resources
- describe the geography of Canada and identify significant global place names, especially those with a Gaelic connection
- maintain a journal or notebook, highlighting long- or short-term goals

### Suggestions for Learning and Teaching

*Students can (... continued)*

- when developing and interpreting texts
  - use process writing to compose a variety of texts—e.g., letter writing (formal and informal), newsletters, biographies, narratives, descriptive essays, plays, children’s stories, poems, songs, short stories—and compile them in a portfolio (This could be done as a weekly assignment.)
  - listen to a text read by the teacher and draw information from it making inferences (Ask questions, and discuss the text. Illustrate the text.)
  - present text in an illustrated PowerPoint presentation (e.g., compose a song and illustrate each verse to assist in demonstrating meaning)
  - select and research a global issue and engage in debate and discussion on it
  - read and discuss a variety of texts, picking out the main ideas and debating them
  - select a Canadian hero, write a biography of the person, and, as an extension exercise, role-play the character

## Communication

Students will use Gaelic to communicate and interact effectively.

### Suggestions for Assessment

In assessing students' written work, look for evidence that they

- state their opinions clearly
- present and sequence their ideas logically
- provide relevant details, reasons, and examples to justify their views
- use a wide range of relevant vocabulary
- use idiomatic expressions to enhance their communication
- integrate previously learned patterns and structures appropriately

### Notes and Resources

An Cat Dubh Series, Acair, Inc.

- *LeeAnn*, Màiri Sine Chaimbeul
- *An Cleòca Gorm*, Mórág Stiùbhart
- *Am Muncaidh Frangach*, Anna Lathurna Nic Gilliosa
- *O Raonaid!*, Marian and Derek Halpin
- *An Dealan-Dé*, Catrìona Dhòmhnallach
- *Càirdean Chail*, Iain MacLeòid
- *Pàdraig na Beinne*, Murchadh MacLeòid

*An Turus Inntinn aig Seoc*  
(Crosgagan Series), Màiri Nic a' Phiocair

*Heartsong / Ceòl Cridhe*, Maxine Trottier

*Curaidhean Spòrs*, Uisdean MacIllinnein

*Reubairean Roisinis*, Flòraidh Nic Dhòmhnail

*Seallaidhean Sùla*, Iain Mac a' Ghobhainn

*Turus a' Bhreandain*, Fionnlagh MacLeòid



# Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

*By the end of Gaelic 12, students will be expected to*

- create a variety of texts reflective of the language structures and vocabulary and expressions studied in Gaelic 12
- develop a portfolio of texts created in Gaelic 12
- share their language skills with other students and the community
- develop and produce a public performance of Gaelic plays, skits, activities, and *seanchas* (stories and lore)
- gain an understanding of events from the history of the Gaels or the contributions of famous Gaels from Canadian history by researching and roleplaying or dramatizing
- conduct detailed research and prepare a paper on an assigned topic of a particular Gaelic issue (e.g., *Ath-bheòthachadh na Gàidhlig ann an Canada*)
- produce a multimedia presentation based on a Gaelic cultural activity for private viewing
- facilitate demonstrations of Gaelic music, arts, crafts, and dance in the school or community

## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Outcomes

*Students will be expected to*

- create a variety of texts reflective of the language structures and vocabulary and expressions studied in Gaelic 12
- develop a portfolio of texts created in Gaelic 12
- share their language skills with other students and the community

### Suggestions for Learning and Teaching

*Teachers can*

- make arrangements for students to teach a class to students at a local elementary school [During May, Gaelic Awareness Month, would be a good time to do this. Teachers could also make arrangements to have Gaelic 12 students teach a class at a local *feis* (festival of music, song, and language), night class, or workshop and encourage students to participate in Gaelic language programs during the summer months (e.g., Èilean Nan Òg at the Nova Scotia Highland Village, an annual Gaelic internship for youth). At this level, students are also able to create their own employment opportunities by setting up and operating day camps for young children willing to learn Gaelic. The teacher should assist students in every way possible to set up extension programs such as the ones mentioned.]
- create real-life situations (e.g., a kitchen) where students can work through the medium of Gaelic
- encourage students to preserve all final copies of student-generated texts in a portfolio of their work

*Students can*

- share language skills with other students and the community by
  - preparing a simple lesson to teach little children or adult learners
  - creating games to make language learning interactive and fun-filled
  - assisting in a local *feis* or Gaelic playgroup
  - setting up day camps for youth
- create a variety of texts for a portfolio by
  - developing and submitting a different type of text each week (e.g., letter, narrative, descriptive essay, children's story) and illustrating it where appropriate (Display the texts in the classroom or on a bulletin board in the school.)
  - creating an advertisement for a school activity (e.g., school dance and displaying it)
- enhance language skills by
  - participating in reality situations (e.g., by using the school family studies room and learning to cook, bake, sew, or create crafts through the medium of Gaelic)

## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Suggestions for Assessment

When students create text, criteria might include

- understandable and appropriate vocabulary
- logical statements
- paragraphs that flow
- accurate verb tenses
- detailed descriptions
- idioms that are used correctly

When students are dealing with reality situations and other students or the community, note the extent to which they

- are prepared for the activity
- make themselves understood
- use accurate language structures
- interact with increasing comfort and confidence
- use correct intonation and pronunciation
- use spontaneity in conversation
- demonstrate organization

### Notes and Resources

Access to the school family studies room would be an asset.

Throughout the course, access to the Internet and computers is an asset.

BBC Alba website for Gaelic games ([bbc.co.uk/radio/aod/nangaidheal.shtml](http://bbc.co.uk/radio/aod/nangaidheal.shtml))

Sabhal Mòr Ostaig website for Gaelic games ([smo.uhi.ac.uk](http://smo.uhi.ac.uk))

Gaelic dictionaries

*Everyday Gaelic*, Mórág Mac Neill

*Gràmair na Gàidhlig*, Michel Byrne

*Seanfhacail is Seanchas*, John MacLean and Maletta MacPhail

*Fealla-dhà no Trì*, Dòmhnall Greumach

*Tòrr Thòimhseachain*, Rhoda Nic Dhòmhnaill



## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Outcomes

*Students will be expected to*

- develop and produce a public performance of Gaelic plays, skits, activities, and *seanchas* (stories and lore)
- gain an understanding of events from the history of the Gaels or the contributions of famous Gaels from Canadian history by researching and role-playing or dramatizing
- conduct detailed research and prepare a paper on an assigned topic of a particular Gaelic issue
- produce a multimedia presentation based on a Gaelic cultural activity for private viewing
- facilitate demonstrations of Gaelic music, arts, crafts, and dance in the school or community

### Suggestions for Learning and Teaching

*Teachers can*

- give students frequent opportunities to demonstrate creative uses of the Gaelic language and resources through music, drama, and art as well as in writing and speech (e.g., writing and performing plays based on traditional stories)
- make arrangements with the school administration and Gaelic community for a suitable date and venue for a public performance conducted entirely in Gaelic
- expose students to events and personalities from Canadian history with a Gaelic connection (e.g., Angus L. MacDonald, Siege of Quebec, Settlement of Manitoba)
- assist students in preparing and planning a public performance
- display several paintings from the Gaelic world, such as those by Barrie Fraser, Peter Rankin, Ellison Robertson, Anna Syperek, Colin Cameron, or Lewis Parker (Encourage students to identify feelings the paintings evoke, giving reasons for their responses.)

*Students can*

- research and role-play an event from the history of the Gaels (This could be done as a re-enactment with students writing the script for the role-play.)
- research stories from the Gaelic culture and write a dialogue in preparation for a dramatization
- select a Gaelic action song to learn and act out in order to convey meaning to an audience
- depict Gaelic culture from the viewpoint of today's youth, in art or in cloth
- select an excerpt from a favourite cartoon, movie, or TV show and create a Gaelic voice-over
- prepare and rehearse script and activities for a public performance

## Creative Works

Students will create and experience works reflective of the Gaelic language and culture.

### Suggestions for Assessment

When students re-create plays, stories, *seanchas*, poems, or songs, look for evidence that they are able to

- interpret the ideas, feelings, and themes of the original work
- create appropriate dialogue
- incorporate detail to engage the audience
- show evidence of practice and rehearsal and fluency with the language
- represent the time period with accuracy

When students present materials orally, look for evidence that they are able to

- use accurate language structures
- use correct intonation
- demonstrate fluency and spontaneity
- interact with comfort and confidence
- involve the audience, where appropriate

### Notes and Resources

*Brìgh an Òrain*, Lauchie MacLellan and John Shaw

*A Fiddle for Angus*, Budge Wilson and Susan Tookey

*Making Room*, Joanne Taylor and Peter Rankin

*Cèl nam Fèis*, Fèisean nan Gàidheal

*The Changing Highlands*, Iain Johnstone

*Sgeul gu Latha*, Joe Neil MacNeil and John Shaw

*Às a Bhràighe*, Effie Rankin

*Smedrach nan Cnoc 's nan Gleann*, Malcolm Gillis and Bernard Gillis

*An t-Òranaiche / The Gaelic Songster*, Archibald Sinclair

*Scots in Canada*, Jenni Calder

*McEdward Leach and the Songs of Atlantic Canada* (folklore collection from Memorial University, Newfoundland)



# Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

*By the end of Gaelic 12, students will be expected to*

- investigate the status of Gaelic within Nova Scotia, the rest of Canada, and Scotland
- examine methods to preserve and promote the Gaelic language and culture and contribute to them
- compare and contrast efforts being made to preserve and develop Gaelic worldwide, with particular emphasis on new developments
- demonstrate an understanding of the contributions of Gaelic language and culture on the cultural mosaic of Nova Scotia and the rest of Canada
- discuss the effects of changing economies, improved communication, religion, education, and the media on the development and preservation of a language, particularly Gaelic
- examine employment, educational, and language-learning opportunities in the Gaelic world
- discuss the role of the Gaels in the growth of Canada (e.g., political, economic, military, educational)
- examine the role of culture on the growth of communities
- compare the development of Gaelic regions, nationally and internationally (e.g., St. Ann's, Cape Breton; and Waipu, New Zealand)

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Outcomes

*Students will be expected to*

- investigate the status of Gaelic within Nova Scotia, the rest of Canada, and Scotland
- examine methods to preserve and promote the Gaelic language and culture and contribute to them
- compare and contrast efforts being made to preserve and develop Gaelic worldwide, with particular emphasis on new developments
- demonstrate an understanding of the contributions of Gaelic language and culture on the cultural mosaic of Nova Scotia and the rest of Canada
- discuss the effects of changing economies, improved communication, religion, education, and the media on the development and preservation of a language, particularly Gaelic
- examine employment, educational, and language-learning opportunities in the Gaelic world

### Suggestions for Learning and Teaching

*Teachers can*

- arrange for a representative of the Office of Gaelic Affairs, Nova Scotia, to visit the classroom to discuss opportunities for students of Gaelic and ongoing projects in the province to promote and preserve the language
- arrange for the Minister Responsible for Gaelic Initiatives for Nova Scotia to visit the students to discuss any new initiatives for the preservation and promotion of the language (Have students prepare suggestions and questions for the Minister.)
- invite a board member of Comhairle na Gàidhlig (The Gaelic Council of Nova Scotia) to do a presentation for the students to discuss projects to promote and preserve the Gaelic language and culture and to discuss employment opportunities
- delegate different students to welcome, question, and thank guests, using appropriate expressions

*Students can*

- debate the effects of the media and changing economies on the decline in the number of Gaelic speakers in Nova Scotia (Research the Statistics Canada website for census information on Gaelic in Canada.)
- prepare expressions of welcome and greeting and suitable questions to ask invited guests (As an extension, students could write letters of invitation and thanks, using formal language conventions.)
- interview residents of the Gaelic community about particular time periods (e.g., 1930–1940) and the status of Gaelic at those times in Nova Scotia, with a view to discussing what they perceive to be the cause of the decline in the language
- debate the statement “The decline of the traditional house *cèilidh* began with the arrival of television in people’s living rooms.”
- attend a Gaelic event in the community and report how it contributes socially and economically to life in Nova Scotia (Discuss how events like this can be improved or expanded to influence a larger populace. Create a Gaelic advertisement for the event or do a news report on it.)
- contribute to the preservation of the Gaelic language by
  - collecting traditional recipes and learning the names of the ingredients and the vocabulary necessary for the instructions in the recipe
  - use the language at every opportunity and introduce at least one new word each day
- examine the status of Gaelic and the efforts being made to preserve and develop the Gaelic language worldwide by
  - doing a web search of Gaelic organizations worldwide and evaluating them
  - preparing questions and providing suggestions for invited guests involved with Gaelic initiatives
  - preparing expressions of welcome and questions for invited guests
  - identifying Gaelic role models and investigating their contributions to the language and culture of the Gaels

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Suggestions for Assessment

With interviews, check

- the ability of the student to converse with ease in Gaelic
- if the student was prepared for the interview
- for the appropriateness of the questions
- for the completeness of the interview
- for evidence of an introduction and conclusion

When students attend a cultural event

- check the suitability of the event beforehand
- ask students to give a report on the event, with an emphasis on the social and economic benefits
- have students report on how the event portrayed the Gaels while keeping in mind the “stereotypical Gael”

When students are using the Gaelic language to cook, sew, create crafts, bake, etc., note the extent to which they

- are prepared for the event
- use the language with ease
- use a varied vocabulary
- use idioms and challenging language structures
- adopt new and old words

After activities in which students, as a group, have identified role models, invite each student to identify and write to a personal role model. (The letters do not have to be mailed.) When assessing the letters, look for

- clear, understandable messages
- examples of how the role models have influenced them
- the appropriate use of language
- the use of the correct format for letter writing

When students are evaluating Gaelic organizations as presented on websites, use criteria including

- identifying the location of the organization
- level of interest displayed in language learning and cultural events
- opportunities offered for language learning and cultural events
- main focus of the organization
- assessing the role of the organization in promoting and preserving the Gaelic language

### Notes and Resources

Access to a calendar of cultural events in your community would be an asset.

Access to the school family studies room would be beneficial.

Recipe books, preferably with traditional recipes (e.g., *Blasad Beag à Mabu / A Little Taste of Mabou*, the Mabou Gaelic and Historical Society)

Video cameras for interviews

*A Cape Breton Ceilidh*, Allister MacGillivray

*Flùraichean*, Mary MacLean and Crisdean Dillon

*Craobhan*, Scottish Executive Education Department

*Gaelic Nova Scotia: An Economic, Cultural, and Social Impact Study*, Michael Kennedy

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Outcomes

*Students will be expected to*

- discuss the role of the Gaels in the growth of Canada (e.g., political, economic, military, educational)
- examine the role of culture on the growth of communities
- compare the development of Gaelic regions, nationally and internationally

### Suggestions for Learning and Teaching

*Teachers can*

- provide information on the Gaels who settled places such as the Eastern Townships of Quebec; the Codroy Valley in Newfoundland; Glengarry County, Ontario; Red River, Manitoba; the East Point area of Prince Edward Island; Saskatchewan; and Alberta
- explain the present-day connections between St. Ann's, Cape Breton, and Waipu, New Zealand

*Students can*

- research
  - place names in the provinces that reflect a Gaelic presence
  - the origins of the original inhabitants in those places
  - evidences of Gaelic culture in those areas at present
- select one area and do a brief study of why the Gaels settled there and their impact on the area, explaining why it was either short-lived or long-lasting
- select one area of Canada that is, or was at one time, a Gaelic settlement and research the level to which the culture has survived to this day (Make inferences from your results.)
- examine the fact that the Gaels often did not remain at their first destination in North America (Look for events in history that caused the Gaels to continue to migrate either within the New World or to further emigrate from North America.)
- examine reasons why Gaelic language and culture survive on Cape Breton Island, unlike other Gaelic settlements in Canada (e.g., Glengarry, Ontario)

## Culture

Students will demonstrate an appreciation and understanding of the Gaelic culture within Nova Scotia and the wider world.

### Suggestions for Assessment

When students are researching Gaelic settlements in Canada, note the extent to which they

- show evidence of the culture that survives to this day
- look for reasons for changes through time
- find reasons for the original settlements
- make inferences based on the facts

When students do a comparative study of Cape Breton Island where the Gaelic language is still in daily use in communities and another area in Canada where the language no longer survives and there is little evidence left of the culture, criteria for research could include

- finding the origins of the original settlers
- examining the suitability of the geographic locations
- finding evidence of original push/pull factors
- examining the roles of politics, economics, religion, and education
- examining the role of culture in the communities that have survived
- making inferences and drawing conclusions
- looking to the future

When students are researching out-migration from the original place of settlement, note the extent to which they

- use primary documents, if available
- make connections (e.g., between out-migration and economic conditions)
- make inferences
- draw conclusions

### Notes and Resources

*Waipu: The Search for Paradise*,  
Bates Productions

*The Blood Is Strong*, Grampian  
TV Scotland

Internet access

*Oatmeal and the Catechism*,  
Margaret Bennett

*Highland Settler*, Charles Dunn

*The Last Stronghold*, Margaret  
Bennett

*A Very Fine Class of Immigrant*,  
Lucille Campey

*Great Scots: How the Scots Created  
Canada*, Matthew Shaw

*Scots: Peoples of the Maritimes*,  
Frank Emerson

*Tocher* Vol. 42, School of  
Scottish Studies, University of  
Edinburgh





# Stòras-Taice/Resources

Most other texts, videos/DVDs, and CDs can be purchased from:

Sìol Cultural Enterprises  
3841 Highway 316  
PO Box 81  
St. Andrew's, NS B0H 1X0  
Phone/Fax: (902) 863-0416  
gaelicbooks.com

## Print Resources

Series: An Cat Dubh Series  
Place: Stornaway, Scotland  
Publisher: Acair, Inc.  
Year: 1989

Title	Author	ISBN(10)
<i>Lee Ann</i>	Màiri Sine Chaimbeul	0861528077
<i>An Clèdca Gorm</i>	Mórag Stiùbhart	0861528387
<i>Am Muncaidh Frangach</i>	Anna Lathurna Nic Gilliosa	086152828X
<i>O Raonaid!</i>	Marian and Derek Halpin	0861529405
<i>An Dealan-Dé</i>	Catriona Dhòmhnallach	0861528336
<i>Càirdean Chail</i>	Iain MacLeòid	0861528123
<i>Pàdraig na Beinne</i>	Murchadh MacLeòid	0861528026
Description:	Small children's paperbacks.	

Author: Bender, Lionel, and Caimbeul Murchadh (translator)  
Title: Canada/Suil Mun Cuairt  
Publisher: Acair Ltd.  
Year: 1991  
ISBN(10): 0861529057  
ISBN(13): 9780861529056  
Description: An illustrated text introducing the geography, history, people, and culture of Canada.

Author: Bennett, Margaret  
Title: *Oatmeal and the Catechism*  
Place: Montreal, PQ  
Publisher: McGill-Queen's University Press  
Year: 1998  
ISBN(10): 0773527753 (softcover); 077351810X (hardcover)  
ISBN(13): 9780773527751 (softcover); 9780773518100 (hardcover)  
Description: An account of Scottish Gaelic settlers in Quebec. 352 pages.

Author: Bennett, Margaret  
Title: *The Last Stronghold*  
Place: St. John's, NL  
Publisher: Breakwater Books  
Year: 1989  
ISBN(10): 0920911382  
Description: The Scottish Gaelic traditions of Newfoundland. New edition pending. 200 pages.

Author: Byrne, Michel  
Title: *Gràmair na Gàidhlig*  
Place: Stornaway, Scotland  
Publisher: Stòrlann Nàiseanta na Gàidhlig  
Year: 2000  
ISBN(10): 0861527534  
Description: Teacher Resource. For the finer grammatical points, this is the resource to use! 142 pages.

Author: Calder, Jenni  
Title: *Scots in Canada*  
Place: Edinburgh, Scotland  
Publisher: Luath Press Ltd.  
Year: 2003  
ISBN(10): 1842820389  
Description: 208 pages.

Author: Campey, Lucille  
Title: *A Very Fine Class of Immigrant*  
Place: Toronto, ON  
Publisher: Natural Heritage Books  
Year: 2001  
ISBN(10): 1896219101  
ISBN(13): 9781896219103  
Description: Prince Edward Island Scottish pioneers, 1770–1850. 184 pages.

Title: *Cèl nam Fèis*  
Place: Portree, Scotland  
Publisher: Fèisean nan Gàidheal  
Year: 1996  
ISBN(10): 0952868709  
Description: Gaelic song collection with staff notation. 103 pages.

Title: *Ceòl nam Fèis 2*  
 Place: Portree, Scotland  
 Publisher: Fèisean nan Gàidheal  
 Year: 1996  
 ISBN(10): 0952868717  
 Description: Gaelic song collection with staff notation. 103 pages.

Title: *Craobhan*  
 Publisher: Scottish Executive Education Department  
 Year: 2000  
 ISBN(10): 1859556183

Author: Dunn, Charles  
 Title: *Highland Settler*  
 Place: Wreck Cove, NS  
 Publisher: Breton Books  
 Years: 1968 and 1991  
 ISBN(10): 1895415063  
 ISBN(13): 9781895415063  
 Description: An authoritative account of Gaelic settlement in Cape Breton and Eastern Nova Scotia. Highly recommended. 182 pages.

Author: Dwelly, Edward  
 Title: *Faclair Gàidhlig gu Beurla/Illustrated Gaelic-English Dictionary*  
 Place: Edinburgh, Scotland  
 Publisher: Birlinn Limited  
 Year: 2001  
 ISBN(10): 1841581097  
 Description: By far the most authoritative Gaelic dictionary ever printed. Highly recommended for the serious learner or Gaelic scholar. First published in 1901. Reprinted frequently since then. Old orthography. Not recommended for modern Gaelic reference. Hardcover. 1076 pages.

Author: Emerson, Frank  
 Title: *Peoples of the Maritimes: Scots*  
 Place: Tantallon, NS  
 Publisher: Four East Publications  
 Year: 1987  
 ALR: 21435  
 ISBN(10): 0920427138  
 ISBN(13): 9780920427132

Author: Gillis, Malcolm, and Bernard Gillis (editor)  
Title: *Smeòrach nan Cnoc 's nan Gleann*  
Place: North Sydney, NS  
Publisher: Northside Printers Ltd.  
Year: 2004  
Description: A photographic reprint of the Gaelic songs of Malcolm H. Gillis from the original *Smeòrach nan Cnoc 's nan Gleann*. Includes translation and a few English poems, including one poem by D.D. MacFarlane in praise of Malcolm H. Gillis.

Author(s): Greumach, Dòmhnall  
Title: *Fealla-dhà no Trì*  
Place: Inverness, Scotland  
Publisher: Leabhraichean Beaga  
Year: 1989  
ISBN(10): 094627178  
Description: Jokes, stories, and riddles.

Author: Johnstone, Iain  
Title: *The Changing Highlands*  
Publisher: Hodder and Stoughton  
Year: 1999  
ISBN(10): 0340705191  
Description: 48 pages.

Author: Kennedy, Michael  
Title: *Gaelic Nova Scotia: An Economic, Cultural, and Social Impact Study*  
Place: Halifax, NS  
Publisher: Nova Scotia Museum Curatorial Report No. 97  
Year: 2002

Author: MacGillivray, Allister  
Title: *A Cape Breton Ceilidh*  
Place: Albert Bridge, NS  
Publisher: Sea-Cape Music Ltd.  
Year: 1988  
ISBN(10): 0969220812  
Description: A complete history of the Scottish step-dancing and piano-playing styles in Cape Breton. This book features interviews, fiddle tunes, and photographs.

Authors: MacLean, John, and Maletta MacPhail  
Title: *Seanfhacail is Seanchas*  
Year: 2005  
ISBN(10): 0903960346  
Description: Proverbs and folklore in Gaelic and English. 192 pages.

Authors: MacLean, Mary, and Crisdean Dillon  
 Publisher: Gairm Publishing  
 Title: *Flùraichean*  
 Year: 1998  
 ISBN(10): 0946427216  
 ISBN(13): 9780946427215

Author: MacLellan, Lauchie, and John Shaw (translator and editor)  
 Title: *Brìgh an Òrain*  
 Place: Montreal, PQ  
 Publisher: McGill-Queen's University Press  
 Year: 2000  
 ISBN(10): 0773520635  
 ISBN(13): 9780773520639  
 Description: A look at the work and life of a twentieth-century Gaelic singer-storyteller. Words, with accompanying staff notation and English translation. Hardcover. 432 pages.

Author: MacLeòid, Fionnlagh  
 Title: *Alasdair Mhic Choinnich ann an Canada*  
 Place: Stornaway, Scotland  
 Publisher: Acair, Inc.  
 Year: 1991  
 ISBN(10): 0861528433  
 Description: A translation of the diary of the Canadian explorer Alexander Mackenzie.

Authors: MacLeòid, Fionnlagh  
 Title: *Turas a' Bhreandain*  
 Place: Stornaway, Scotland  
 Publisher: Acair, Inc.  
 Year: 1989  
 ISBN(10): 0861528654  
 Description: Based on the book by Tim Severin.

Authors: MacNeill, Mórág  
Title: *Everyday Gaelic*  
Place: Glasgow, Scotland  
Publisher: Birlinn Limited  
Year: 2006  
NSSBB: 22771  
ISBN(10): 1841583405 (book only)  
ISBN(13): 9781841583402 (book only)  
ISBN(10): 1841583707 (book & CD)  
ISBN(13): 9781841583709 (book & CD)  
Description: Student/teacher resource. A collection of useful phrases, questions, and expressions in Gaelic with English translations and pronunciations. 138 pages.

Title: *Map-Balla an t-Saoghail*  
Place: Stornaway, Scotland  
Publisher: Stòrlann Nàiseanta na Gàidhlig  
Year: 2003  
ISBN(10): 0007692714  
Description: Gaelic wall map of the world.

Author: Mark, Colin  
Title: *The Gaelic-English Dictionary*  
Place: New York, NY  
Publisher: Routledge  
Year: 2004  
ISBN(10): 0415297613  
ISBN(13): 9780415297615  
Description: Student/teacher resource. An excellent intermediate-level Gaelic-English dictionary with many examples of usage and explanations of grammar. 736 pages.

Author: Nic a' Phiocair, Màiri  
Title: *An Turus Inntinn aig Seoc* (Crosgagan Series)  
Publisher: Stòrlann-Acair  
Year: 2003  
ISBN(10): 0861527437

Author: Nova Scotia Department of Education  
Title: *Public School Programs 2003–2004*  
Place: Halifax, NS  
Publisher: Province of Nova Scotia  
Year: 2003  
Description: Presents goals and policies of public school education in NS, describes what students should know and be able to do if the goals are reached, and describes the programs and courses offered in the public school program.

Compiler: Rankin, Effie  
 Title: *Às a Bhràighe / Beyond the Braes*  
 Place: Sydney, NS  
 Publisher: Cape Breton University Press  
 Year: 2004 and 2005  
 ISBN(10): 1897009062  
 ISBN(13): 9781897009062  
 Description: The Gaelic songs of Allan the Ridge MacDonald 1794–1868. 212 pages.

Author: Shaw, Matthew  
 Title: *Great Scots: How the Scots Created Canada*  
 Place: Winnipeg, MB  
 Publisher: Heartland Associates Inc.  
 Year: 2003  
 ISBN(10): 1896150012 (softcover); 1896150446 (hardcover)  
 ISBN(13): 9781896150017 (softcover); 9781896150444 (hardcover)  
 Description: 224 pages.

Compiler: Sinclair, Archibald  
 Title: *An t-Òranaiche / The Gaelic Songster*  
 Place: Antigonish, NS  
 Publisher: Siol Cultural Enterprises  
 Year: 2004  
 ISBN(10): 0973360003  
 Description: This hardcover songbook was first published in 1879 in Scotland. With nearly 300 songs, it is considered the “bible” of popular Gaelic songs. Many copies made their way across the ocean, and many of the songs were in the repertoire of the master singers in Nova Scotia. Some of the songs have recently been recorded by artists such as Mary Jane Lamond, The Rankin Family, the Barra MacNeils, and Rita and Mary Rankin. Includes a CD with 21 tracks from local singers. 624 pages.

Authors: Taylor, Joanne, and Peter Rankin  
 Title: *Making Room*  
 Publisher: Tundra Books  
 Year: 2004  
 ISBN(10): 088776651X  
 ISBN(13): 9780887766510  
 Description: A traditional story made into a children’s book and illustrated by the Cape Breton artist Peter Rankin. 24 pages.



Author: Trottier, Maxine  
Title: *Heartsong / Ceòl Cridhe*  
Place: Sydney, NS  
Publisher: Cape Breton University Press  
Year: 1997  
ISBN(10): 0920336906  
ISBN(13): 9780920336908  
Description: Bilingual children's book. 28 pages.

Authors: Wilson, Budge, and Susan Tooke  
Title: *A Fiddle for Angus*  
Place: Toronto, ON  
Publisher: Tundra Books  
Year: 2001 and 2005  
ISBN(10): 0887767850 (softcover); 0887765009 (hardcover)  
ISBN(13): 9780887767852 (softcover); 9780887765000 (hardcover)  
Description: English children's story. 32 pages.

Other resources to consider include recipe books, preferably with traditional recipes (e.g., *Blasad Beag à Mabu / A Little Taste of Mabou* by the Mabou Gaelic and Historical Society).

## Additional Print Resources

- *Abair! Faclair / Dictionary* (North American Edition)
- *Bàrdachd a Albainn Nuaidh* (Out of print)
- *Bàrdachd na Féinne*
- *The Blue Mountains and Other Gaelic Stories from Cape Breton / Na Beanntaichean Gorma agus Sgeulachdan Eile à Ceap Breatainn* (Publication pending)
- *Cothrom Ionnsachaidh*
- *Deirdire*
- *Eilean an Ionmhais* (Publication pending)
- *Gaelic Verbs, Systemized and Simplified*
- *Leabhar nan Litrichean* (Book + DVD)
- *Leughadh agus Sgrìobhadh*
- *Leughadh agus Sgrìobhadh: A-muigh agus Mun Cuairt* (Publication pending)
- *Leughadh agus Sgrìobhadh: A-stigh* (Publication pending)
- *Luirgean Eachainn Nill* (Out of print)
- *O Cheapaich nan Craobh/The Poetry of the Keppoch Bard* (Publication pending)
- *Scottish Lights*
- *Tuilleadh Thòimhseachan*

## Newspapers and Magazines

Title: *The Chronicle Herald*  
 Website: herald.ns.ca

Title: *Tocher*  
 Place: Edinburgh, Scotland  
 Publisher: School of Scottish Studies, University of Edinburgh  
 Description: Tales, songs, and traditions. Over 60 volumes published since 1971 many online ([www.pearl.arts.ed.ac.uk](http://www.pearl.arts.ed.ac.uk)). Volume 42 has an article about the Gaels in Saskatchewan.

## Video

Title: *Waipu: The Search for Paradise*  
 Place: Waipu, New Zealand  
 Publisher: Bates Productions  
 Year: 1999  
 Description: This is the story of Norman McLeod and his followers and their migration to Pictou, Nova Scotia, then to St. Ann's, Nova Scotia, and on to Australia and eventually to Waipu, New Zealand. (VHS; NTSC available)

## Additional DVDs

Title: *Faire Chaluim Mhic Leòid / The Wake of Calum MacLeod*  
 Year: 2006 (Publication pending)  
 LRT: V2695

Title: *Moladh Dà Bheinn*  
 Author: Douglas Eadie (producer)  
 Place: Glasgow, Scotland  
 Publisher: Pelicula Films Ltd. and Seirbheis nam Meadhanan Gàidhlig  
 Year: 2005  
 ISBN(13): 5031642626261  
 Description: A 29-minute Gaelic film with English subtitles. A modern-day poet draws inspiration from the life and poetry of the Gaelic bard Donnchadh Bàn Mac an t-Saoir in composing a poem of his own in praise of the bard.  
 (Dual-PAL/NTSC DVD)

## Recordings

Artists: Johnstone, Calum and Annie  
Title: *Scottish Tradition Series 13: Song, Stories and Piping from Barra*  
Place: Edinburgh, Scotland  
Publisher: School of Scottish Studies, University of Edinburgh  
Years: 1981 and 1995

Artists: Various  
Title: *Còmhla Cruinn / Gathered Together* (CD)  
Publisher: CBC and Féis an Eilein  
Year: 2002  
Description: A collection of Gaelic songs from a variety of singers from across Nova Scotia. Contains excellent liner notes on Gaelic settlement in Cape Breton and on the oral tradition, with an emphasis on the milling process.

## Additional Recording

*Òr Cheap Breatuinn / Cape Breton Gold*

## Useful Gaelic Websites

Please note that some websites may have changed.

[bbc.co.uk/scotland/alba](http://bbc.co.uk/scotland/alba)

### **BBC Alba**

Live and recorded programs in Gaelic, language lessons, games for children, and more

[smo.uhi.ac.uk](http://smo.uhi.ac.uk)

### **Sabhal Mòr Ostaig**

The Gaelic College on the Isle of Skye. Home also to Stòrdata, the Gaelic terminology database. Highly recommended.

Available online in 2008.

### **Cainnt mo Mhàthar/My Mother's Language**

A 2006 project of The Gaelic Council of Nova Scotia (2006) based at the Highland Village, Iona, Nova Scotia. This project is a collection of words, idioms, and expressions from throughout Cape Breton Island collected for the enhancement of Gaelic language lessons.

[www.mun.ca/folklore/leach](http://www.mun.ca/folklore/leach)

### **McEdward Leach and the Songs of Atlantic Canada**

A folklore collection from Memorial University, Newfoundland that includes information and audio for Gaelic songs and information on the singers.

[bbc.co.uk/radio/aod/nangaidheal.shtml](http://bbc.co.uk/radio/aod/nangaidheal.shtml)

### BBC Alba

The website for “*Èist a-rithist*,” which is a collection of the week’s Gaelic radio programs of song, stories, commentary, news, and debate. This is also an excellent site for Gaelic games. Recommended features for learners include *An Litir Bheag* (Learner to the Beginner) and *Litir Do Luchd-Ionnsachaidh* (Letter to the Intermediate-Level Learner).

## Additional Websites

[cbrl.ca/leughseo](http://cbrl.ca/leughseo)

Catalogue of the Gaelic book collection at the Cape Breton Regional Library.

[seabrightproductions.ca](http://seabrightproductions.ca)

Seabright Productions, a producer of Nova Scotian Celtic videos.

[geocities.com/alltandubh/Failte.html](http://geocities.com/alltandubh/Failte.html)

An t-Alltan Dubh—Cape Breton Gaelic music archive.

[naactl.org](http://naactl.org)

Home page of the North American Association for Celtic Language Teachers.

[smo.uhi.ac.uk/liosta/gaidhlig-b](http://smo.uhi.ac.uk/liosta/gaidhlig-b)

Information page on the Gaelic learners list.

[www3.ns.sympatico.ca/aiseirighnangaidheal](http://www3.ns.sympatico.ca/aiseirighnangaidheal)

*Aiseirigh nan Gàidheal*, a Gaelic radio program that operates out of the French radio station CKJM 106.1 FM (Radio Chéticamp) 6 p.m.–7 p.m. on Saturdays.

[cli.org.uk](http://cli.org.uk)

Clì Gàidhlig, the Gaelic learners organization (Scotland). It publishes a bilingual newsletter, *Cothrom*, quarterly.

## Out-of-Print Resources

Though these titles are out of print, they may be available second-hand or through the public library system.

- |              |  |
|--------------|--|
| Author:      | Bennett, Margaret  |
| Title:       | <i>The Last Stronghold: A Céilidh with the MacArthurs, Codroy Valley, Newfoundland</i> |
| Place:       | Edinburgh, Scotland  |
| Publisher:   | School of Scottish Studies (Produced by Fred Kent)                                     |
| Year:        | 1990   |
| Description: | Audio cassette.  |
- 
- |              |   |
|--------------|---|
| Authors:     | Climo, Eadaidh  |
| Title:       | <i>Feuch Facal</i>  |
| Place:       | Glasgow, Scotland   |
| Publisher:   | Gairm Publications  |
| Year:        | 1995  |
| ISBN(10):    | 1871901391  |
| Description: | This is an excellent source of Gaelic maps from various regions of the world. |
- 
- |              |                          |
|--------------|--------------------------|
| Author:      | Mac a' Ghobhainn, Iain   |
| Title:       | <i>Seallaidhean Sìla</i> |
| Place:       | Stornaway, Scotland      |
| Publisher:   | Acair, Inc.              |
| Year:        | 1996                     |
| ISBN(10):    | 0861521773               |
| Description: | Short stories in Gaelic. |
- 
- |            |                         |
|------------|-------------------------|
| Author:    | MacIllinnein, Uisdean   |
| Title:     | <i>Curaidhean Spòrs</i> |
| Place:     | Stornaway, Scotland     |
| Publisher: | Stòrlann-Acair          |
| ISBN(10):  | 0861527267              |
- 
- |              |  |
|--------------|--|
| Author:      | MacLeòid, D. I.                            |
| Title:       | <i>Dòigh Eile air a Ràdh</i>               |
| Place:       | Stornaway, Scotland                        |
| Publisher:   | Stòrlann Nàiseanta na Gàidhlig             |
| Year:        | 2000                                       |
| ISBN(10):    | 1897873794                                 |
| ISBN(13):    | 9781897873793                              |
| Description: | A collection of Gaelic synonyms. 76 pages. |

Author: MacNeil, Joe Neil and John Shaw (translator and editor)  
 Title: *Sgeul gu Latha / Tales until Dawn*  
 Place: Montreal, PQ  
 Publisher: McGill-Queen's University Press  
 Year: 1987  
 ISBN(10): 0773505598  
 Description: Student/teacher resource. A collection of stories in Gaelic and English told by the Cape Breton storyteller Joe Neil MacNeil. 484 pages.

Author: Nic Dhòmhnaill, Flòraidh  
 Title: *Reubairean Roisinis*  
 Publisher: Acair, Inc.  
 ISBN(10): 0861527909

Author: Nic Dhòmhnaill, Rhoda  
 Title: *Tòrr Thòimhseachain*  
 Year: 1993  
 ISBN(10): 0946427186

Title: *Speaking Our Language, Series 1, Video Set 2*  
 Place: Isle of Skye, Scotland  
 Publisher: Scottish Television and Cànan  
 Year: 1993  
 ISBN(10): 189787300X  
 Description: Videos (2) of the Gaelic instructional television series *Speaking Our Language*, programs 10–18. (NTSC format)

Title: *The Blood Is Strong*  
 Publisher: Grampian TV Scotland  
 Year: 1996  
 Description: A three-part series about the worldwide legacy of the Gaels. (VHS/NTSC)